

A phenomenological study on the development of writing skills in primary school based on the opinions of primary school teachers

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ABSTRACT

The aim of writing education in primary school is the acquisition and development of writing skills. At this stage, the development of writing skills will be a process that occurs with the support and contributions of primary school teachers. Adult support is considered important for primary school-age children. Primary school teachers in primary school are one of the best supporters of students. The aim of this study is to examine the opinions of primary school teachers based on their experiences on the development of writing skills. For this purpose, the research model is phenomenology, which is one of the qualitative types of research. The participants of the research were 26 primary school teachers in the province of Gaziantep where the researcher works, who were determined using the easily accessible sampling method. The data were collected through a semi-structured interview form. Descriptive analysis was applied to the research data. The findings of the research are presented in accordance with the research questions. As a result of the research, primary school teachers; It is seen that they define writing skill as expressing feelings and thoughts, they see the development of writing skill as important for students to be able to express themselves, they say that the purpose of writing skill development is to be able to express feelings and thoughts by writing, they use story writing and story completion applications the most for the development of writing skill, they see themselves at a sufficient level in terms of the development of writing skill, they do dictation work and notebook checking the most to evaluate the development of writing skill, they suggest that more time should be allocated to writing activities for the development of writing skill. The suggestions of the research are presented for these results.

Introduction

Language has been one of the most important parts of culture and communication throughout human history. Language skills are very important for people to understand each other. Language skills; it is divided into four basics: listening, speaking, reading and writing. Writing skill is one of the most complex language skills. Our thinking skills are important when writing. At the moment of writing, the thoughts in the mind are poured into symbols, and these symbols can be

transferred to paper or, today, to a screen. While doing this, our motor skills move synchronously with the thoughts in our minds. While writing, we express ourselves by symbolizing what is in our minds with letters, syllables, words and sentences. Putting our thoughts on paper, expressing our feelings, taking notes, listing things to do, etc. We use writing skills in situations.

Writing is a thinking process to derive ideas and express these ideas in sentences and paragraphs (Nunan, 2003). Akyol (2018) defined writing skill as being able to motorically produce the necessary symbols and signs to express our thoughts. Writing skill is the most complex compared to other language skills (Hasani, 2016). Writing, as one of the most difficult language skills to develop, should be taught directly with appropriate methods and techniques from the first years of primary school (Çapanoğlu & Sulak, 2023). To engage in writing, which is a narrative skill, it is necessary to first generate ideas (Bilgin & Şahbaz, 2021). Writing skills have the potential to increase academic success and success in daily life by improving students in terms of communication and idea generation (Çapanoğlu, 2022).

In the age of technology we live in, it becomes important for individuals to be able to express themselves accurately both verbally and in writing (Göçen, 2018). It is important to develop writing skills both at school and in life (Axelsson et al., 2020). Individuals convey their feelings, thoughts, dreams and impressions to the other person or people through speaking or writing (Dinç & Topçuoğlu Ünal, 2020). The child will gain a way to express his/her feelings, thoughts and impressions through writing (Tok, 2001). With the development of writing skills, individuals' opportunities to transfer information, establish connections between their own thoughts and information, and ensure consistency in text structure increase (Ungan, 2007).

When writing skills are not well developed, students cannot leverage the power of writing to support and extend learning and development (Harris et al., 2015). Writing is a basic skill that is useful both in school and in future socio-economic activities (Tandika, 2016). Individuals who lack effective writing skills may encounter many problems in education and business life. For this reason, great importance should be given to the development of writing skills in basic education (Akyol & Yıldız, 2018). Writing, which is the language skill that students have the most difficulty with, appears as a skill that is neglected and kept in the background in primary school (Çapanoğlu & Sulak, 2023).

While listening and speaking skills are acquired in pre-school; Reading and writing skills are acquired in primary school. Reading and writing skills are skills that need to be developed in primary school after being acquired. The complexity of writing requires adult support for children, especially primary school teachers and parents, for the development of this skill. Many studies in the literature on writing skills (Alneyadi et al., 2023; Amutha & Philomina, 2015; Arni & Aziz, 2024; Aulia & Liansari, 2023; Axelsson et al., 2020; Aytan, 2010; Babayiğit & Erkuş, 2014; Başar & Yavaşlı, 2020; Bigozzi et al., 2023; Çapanoğlu, 2022; Çapanoğlu & Sulak, 2023; Dinç & Topçuoğlu Ünal, 2020; Gautam, 2019; Genç Ersoy & Göl Dede, 2022; Graham et al., 2022; Güney, 2016; Haland et al., 2019; Harris et al., 2015; Hasani, 2016; Keshta & Harb, 2013; Munajah et al., 2022; Ngoi et al., 2024; Pratiwi et al., 2022; Suyanto, 2015; Tandika, 2016; Tok & Ünlü, 2014; Torkildsen et al., 2016).

Writing skills are important in solving daily life problems, in expressing oneself, in one's academic future, in communication, etc. It is important in many matters. By ensuring the development of writing skills in primary school, literate individuals are provided to society. For this reason, when developing writing skills in primary school, the experiences, opinions and what they do of the primary school teachers who are most closely interested in this subject are considered important. According to Bilgin and Şahbaz (2021) a teacher is a practitioner, decision maker, guide and feedback giver; should follow current developments closely.

Students cannot naturally develop writing skills, which is a complex skill, so adequate practice and training in writing is required. While one of the goals in school is to use writing effectively and flexibly, many schools have students who do not acquire the necessary writing skills. This is because the student does not receive the education they deserve or need (Graham, 2019). Graham et al. (2001) emphasizes that teacher competence in writing is important. According to Curtis (2017) teachers must understand the writing process themselves before developing student writing skills. Teachers must be confident in providing writing instruction through an effective and systematic process. Their beliefs and attitudes can potentially affect students in the writing process and overall success. According to Poulson et al. (2001) it is not only what teachers do that is important, but also what they know and believe in and how it relates to classroom practices.

The experiences of primary school teachers in the writing skill development process are important for students to develop this skill. What primary school teachers do in the writing skill development process, what they think about this process and what their experiences have given them may be important in understanding the process. Primary school teachers should give the necessary importance to writing skills, just like the reading skills acquired in primary school, and should also allocate the necessary time to the processes of developing this skill.

What primary school teachers do in the writing skill development process and what they think about this process are considered important (Başar, 2013; Curtis, 2017; Cutler & Graham, 2008; Erdoğan et al., 2017; Graham, 2019; Graham et al., 2001; Özcan & Özcan, 2016; Poulson et al., 2001; Rietdijk et al., 2018; Şenel Çoruhlu & Albayrak, 2024; Tok ve Ünlü, 2014; Yüce & Kutluca Canbulat, 2017; Zaman & Hakim, 2022). Therefore, the opinions of primary school teachers that will emerge from their experiences about the writing skill development process are important. The aim of the research is to examine the opinions of primary school teachers based on their experiences about the development of writing skills. The research questions created for this purpose are as follows:

1. What is the definition of writing skill according to primary school teachers?
2. What is the importance of developing writing skills in primary school, according to primary school teachers?
3. What is the purpose of developing writing skills in primary school according to primary school teachers?
4. What practices do primary school teachers use to develop writing skills?
5. How competent do primary school teachers consider themselves in the development of writing skills?
6. What practices do primary school teachers use to evaluate the development of writing skills?
7. What are the suggestions of primary school teachers for the development of writing skills?

Method

Research model

In the research, the opinions of primary school teachers regarding the development of writing skills, arising from their experiences, are examined. The researcher tried to understand what the primary school teachers in the primary school where he worked did in the process of students' writing skills development and what they thought about this process. Therefore, the phenomenon was determined as "being a primary school teacher who experienced the process of developing writing skills in the primary school where the researcher works." What do the aforementioned

primary school teachers' experiences make them think about the development process of writing skills? What meaning do their experiences give them about the development of their writing skills? For this reason, phenomenology, one of the qualitative research methods, was used in the study.

In phenomenological research, the experiences of some people about a certain phenomenon are explained. It focuses on a single fact. This phenomenon is the center of the research. Data is collected from people who experience the phenomenon (Creswell, 2019). These phenomena can be events, experiences, perceptions, tendencies, concepts and situations in our lives (Yıldırım & Şimşek, 2021). According to Patton (2018) phenomenology is a focus on discovering how people make sense of experience and how they transform experience into consciousness, both individually and as shared meaning. This focus requires describing how people experience phenomena.

Participants

The researcher was curious about what his colleagues at the public school where he worked did during the development of writing skills and what they thought about the process. Since he aimed to examine the opinions of his colleagues about the development of writing skills, 26 primary school teachers who voluntarily participated in the research were determined by the easily accessible sampling method. Convenient sampling is about doing what is quick and convenient (Patton, 2018). The researcher chooses a situation that is close and easy to access (Yıldırım & Şimşek, 2021). Descriptive characteristics of the participants are described in Table 1:

Table 1 Descriptive characteristics of participants

		f	%
Gender	Male	16	61,5
	Female	10	38,5
Career	1-5 years	6	23,1
	6-10 years	6	23,1
	11-15 years	4	15,4
	16-20 years	3	11,5
	21 years and above	7	26,9
Age	20-29 years old	6	23,1
	30-39 years old	11	42,3
	40-49 years old	4	15,4
	50 years and above	5	19,2
Education status	Associate's degree	1	3,9
	Bachelor's degree	23	88,5
	Master's degree	2	7,7
Grade	1st grade	2	7,7
	2nd grade	5	19,2
	3rd grade	11	42,3
	4th grade	8	30,8

Data collection tool

The data of the research was collected with a seven-question semi-structured interview form created by taking expert opinion. Semi-structured interviews combine both fixed-choice answering and the ability to go in-depth in the relevant area. It has advantages such as ease of analysis, opportunity for the participant to express himself, and providing in-depth information when necessary (Büyüköztürk et al., 2017). The questions included in the semi-structured interview form are given as follows:

1. How do you define writing skill? (What do you think writing skill means)
2. What is the importance of developing writing skills in primary school? (Why do you think it is important to develop the writing skills of primary school students?)
3. What are the purposes of developing writing skills in primary school? (Why do you think students are required to develop their writing skills in primary school?)
4. What kind of practices do you use in your classroom to improve students' writing skills? Explain. (Activities, methods, strategies, etc.)
5. How competent do you consider yourself regarding the development of students' writing skills? (You can evaluate it between 1 and 5 degrees)
6. What kind of assessment practices do you use in your classroom regarding students' writing skills? Explain. (How do you rate their writing performance?)
7. What are your suggestions for the development of students' writing skills? Explain. (How support can be provided to you, what kind of practices can be done in the classroom, etc.).

Data collection and analysis

The researcher asked 26 primary school teachers who volunteered to participate in the study to set aside 40 minutes of time after the end of classes so that they could participate in the study in a healthy environment. After obtaining permission, he collected data for 2 weeks with a semi-structured interview form in the teachers' room at the public school where he worked, from 11 primary school teachers in the first stage, 8 primary school teachers in the second stage, and 7 primary school teachers in the third stage.

The data collected in the study was examined with the content analysis method using the MAXQDA 24 program. In the content analysis, inferences are made in order to recognize certain features of the message objectively and systematically (Büyüköztürk et al., 2017). According to Yıldırım and Şimşek (2021), the main purpose of content analysis is to reach concepts and relationships that can explain the collected data. The basic process is to bring together similar data within the framework of certain concepts and themes and to organize and interpret them in a way that the reader can understand. In the direct quotes used for descriptive validity in the study, the names of the participants were coded as "T1, T2, T3... T26" for confidentiality. Care was taken to organize and explain the data systematically and clearly.

Findings

In this section of the research, the findings resulting from answering the research questions are presented. The mapping method and graphic form used in the MAXQDA 24 program were used to present the findings. Accordingly, in mapping, frequencies are given as numbers and the thickness of the map arms is determined according to the multiplicity of these frequencies.

Findings regarding primary school teachers' definitions of writing skills

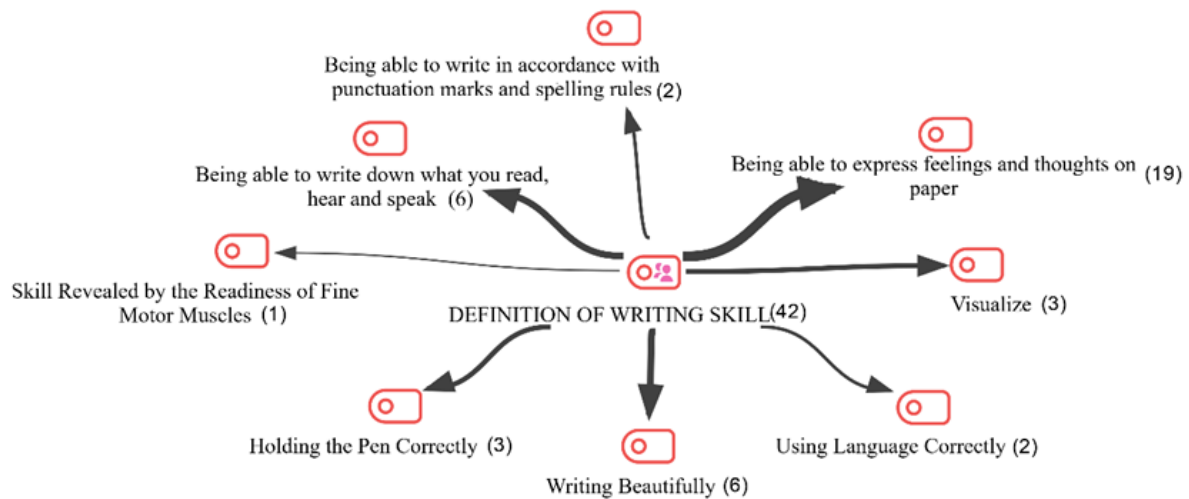


Figure 1 Definition of writing skill

When Figure 1 is examined, the statements of the participating primary school teachers regarding the definition of writing skill can be seen. Accordingly, the participants' state that writing skill means being able to express feelings and thoughts on paper. Writing skill; there are also participants who describe it as being able to write down what they read, hear and speak and to write beautifully. In addition to these, writing skills; there are participants who say that holding the pen correctly, visualizing the symbols in our minds, using the language correctly, writing in accordance with punctuation and spelling rules are skills demonstrated by the readiness of fine motor muscles. Direct quotes from some participants about the definition of writing skill are as follows:

T8: "It is the ability to visualize what we read, hear and think in accordance with the rules."

T11: "Transferring your thoughts and ideas on paper."

T13: "I define it as holding the pen correctly, making what you write understandable, and being able to put your thoughts on paper."

T15: "It is the expression of an individual's feelings and thoughts effectively and accurately in writing."

T20: "The student's ability to write down his/her feelings and thoughts, sentences expressed orally, or texts written on the board, in accordance with punctuation marks and spelling rules."

Findings on the importance of the development of writing skills according to primary school teachers

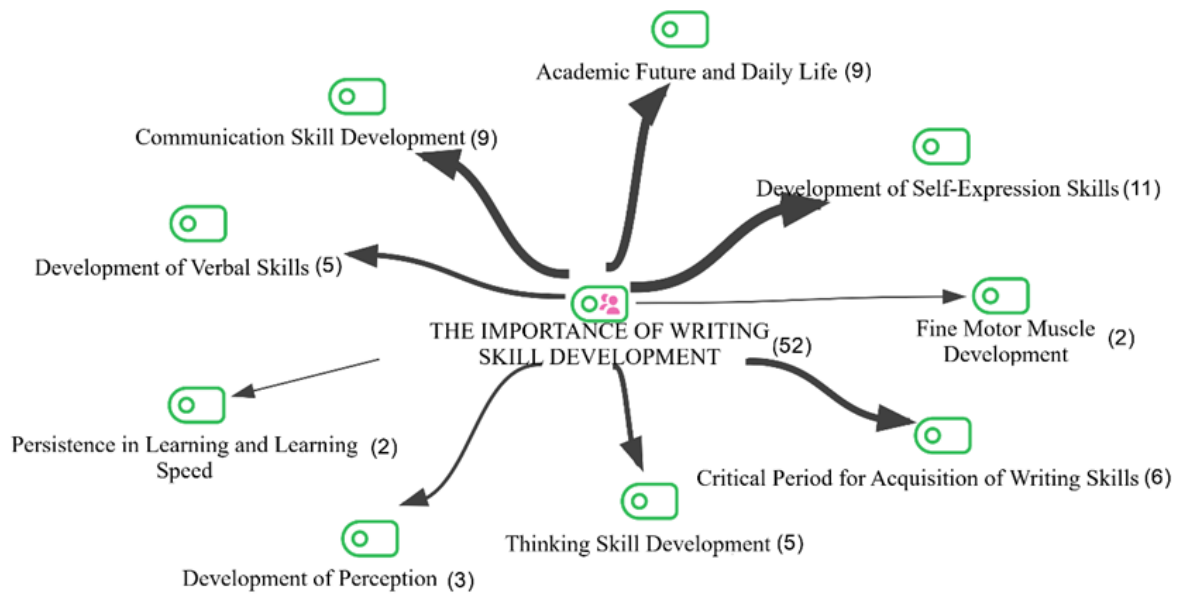


Figure 2 The importance of writing skill development

Figure 2 shows the statements of the participating primary school teachers about the importance of developing writing skills in primary school. When these are examined, it can be seen that the participants emphasized that the development of self-expression skills, the development of communication skills, and the development of writing skills in primary school are important for academic and daily life. In addition, it is stated that primary school is a critical period for the acquisition of writing skills, and that the development of writing skills is also important in matters such as the development of thinking skills and the development of verbal skills. Participants say that the development of writing skills is important in terms of the development of perception, permanence in learning and learning speed, as well as fine motor muscle development. The statements of some of the participants are as follows:

T5: "The development of writing skills is the main factor in the student's ability to communicate, convey his/her feelings and thoughts, and tell what he/she experiences and sees."

T13: "This skill, which will begin in primary school, will provide an advantage to the student throughout his education life. He will also be successful in expressing himself in daily life. Communication skills will improve, not only written but also verbal skills will increase."

T16: "People who do not develop writing skills feel socially deficient. Writing skills are important for advanced individuals."

T18: "While their characters and identities are being formed, they develop self-expression and thinking skills. He becomes aware of his ability to make sense of himself and his environment, including the emotions he feels."

T22: "It allows the student to express himself better. It improves thinking skills."

Findings regarding the purpose of the development of writing skills according to primary school teachers

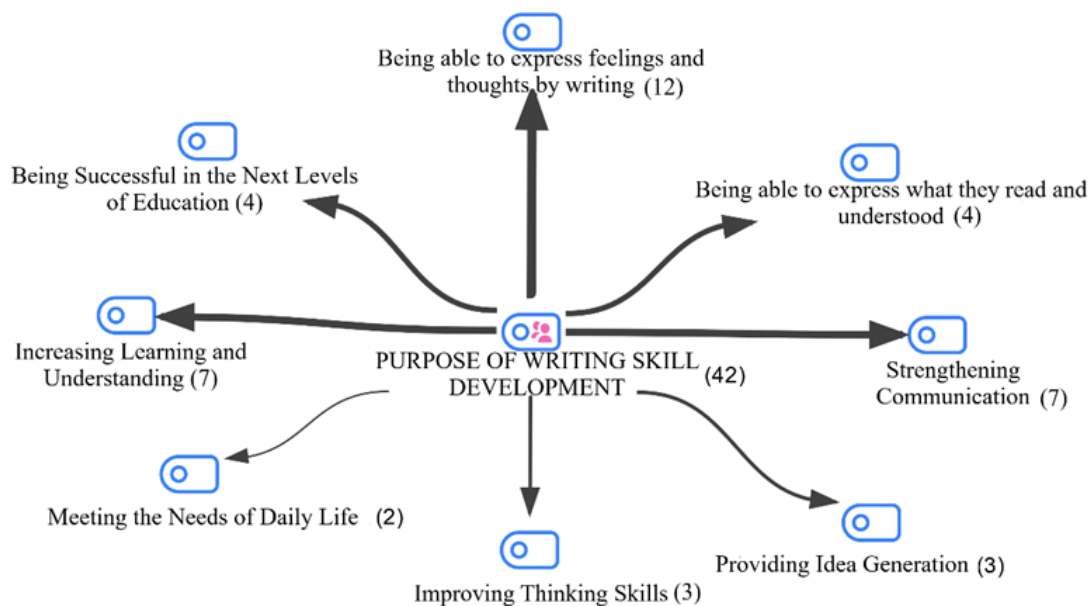


Figure 3 Purpose of writing skill development

Figure 3 shows what the participating primary school teachers said about the purpose of developing writing skills in primary school. Accordingly, it is stated by the participants that the main aim is to develop writing skills in primary school so that they can express their feelings and thoughts by writing. In addition, participants say that the development of writing skills in primary school is aimed in order to strengthen communication and increase learning and understanding. In addition, participating primary school teachers; He mentions that the aim is to develop writing skills in primary school in order to be successful in subsequent education levels, to be able to express what they read and understand, to generate ideas, to develop thinking skills and to meet the needs of daily life. The sentences of some participants regarding this subject are given below:

T3: "To ensure the development of their thinking skills and to enable them to express their feelings and thoughts accurately and effectively."

T4: "The aim here is to create a solid foundation so that the student can express himself and convey his feelings and thoughts."

T9: "Being able to express yourself comfortably, producing original ideas, and strengthening your communication."

T19: "I think it increases learning and understanding."

T25: "It is aimed to develop students as it is a skill that they will need and use at every stage of their lives."

Findings regarding the practices of primary school teachers for the development of writing skills

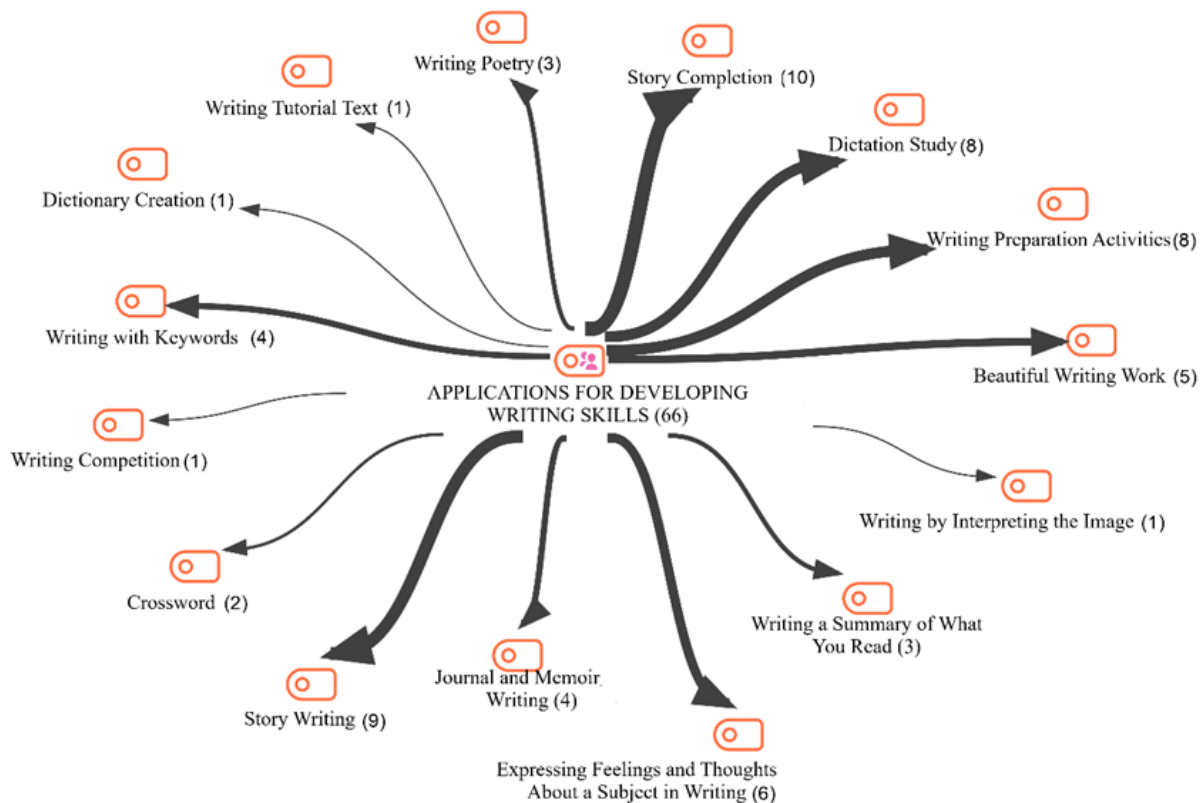


Figure 4 Applications for developing writing skills

When Figure 4 is examined, the answers of the participating primary school teachers regarding the practices they used to develop writing skills in their primary schools are seen. Accordingly, primary school teachers mostly use story completion and story writing to develop writing skills. Following the story, dictation practice and writing preparation activities to gain writing skills in the first grade of primary school are the practices most frequently mentioned by the participants for the development of writing skills. Expressing feelings and thoughts about a subject in writing, practicing good writing, writing diaries and memoirs, writing with keywords, writing summaries of what you read, writing poems, puzzles, instructive text writing, writing competitions and creating a dictionary are also practices for the development of writing skills. Expressed by the participants. The opinions of some participants on this subject are as follows:

T1: "We do dictation exercises, we do story writing exercises, we write diaries, we make people write self-expressing articles containing their own feelings for certain days."

T7: "I want them to put their thoughts on a subject in writing. "We work on summaries of the stories they read or completing unfinished stories."

T14: "We do story completion, diary writing, we interpret and write the picture, I want them to write down what they remember when they finish the story they read."

T16: "Writing a story on a subject with keywords, writing a memoir, etc. "We are doing events."

T24: "Writing a story with keywords, completing half a story, and keeping a diary is my indispensable activity."

Findings concerning the degree of primary school teachers' perception of self-adequacy in writing skills

SELF-SUFFICIENT SITUATION IN WRITING SKILL (1 - 5 DEGREES)

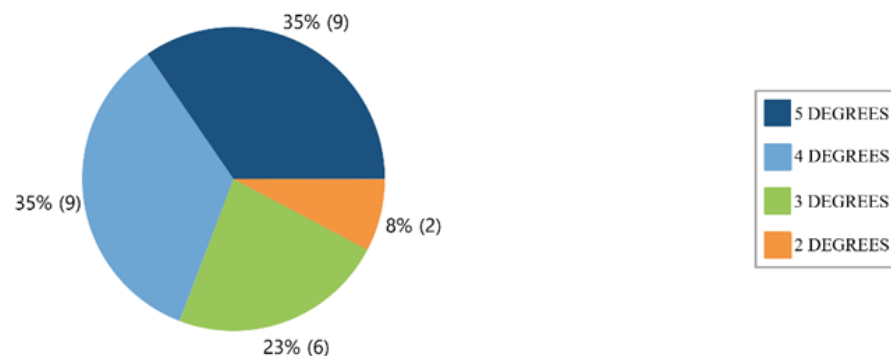


Figure 5 Self-sufficient situation in writing skill

Figure 5 shows the participant primary school teachers' ratings of their self-efficacy regarding the development of writing skills in primary school, on a scale of 1 to 5. As can be seen in the graph above, 9 of the 26 participants rate themselves with 5 and consider themselves to be very sufficient in terms of the development of their writing skills. 9 of the participants evaluated themselves in a sufficient position by rating them with 4 in this regard. 6 of the participants rated themselves as 3 and considered themselves in a moderate position, and 2 of the participants rated themselves as 2 and considered themselves insufficient in terms of developing their writing skills.

Findings regarding primary school teachers' practices in assessing the development of writing skills

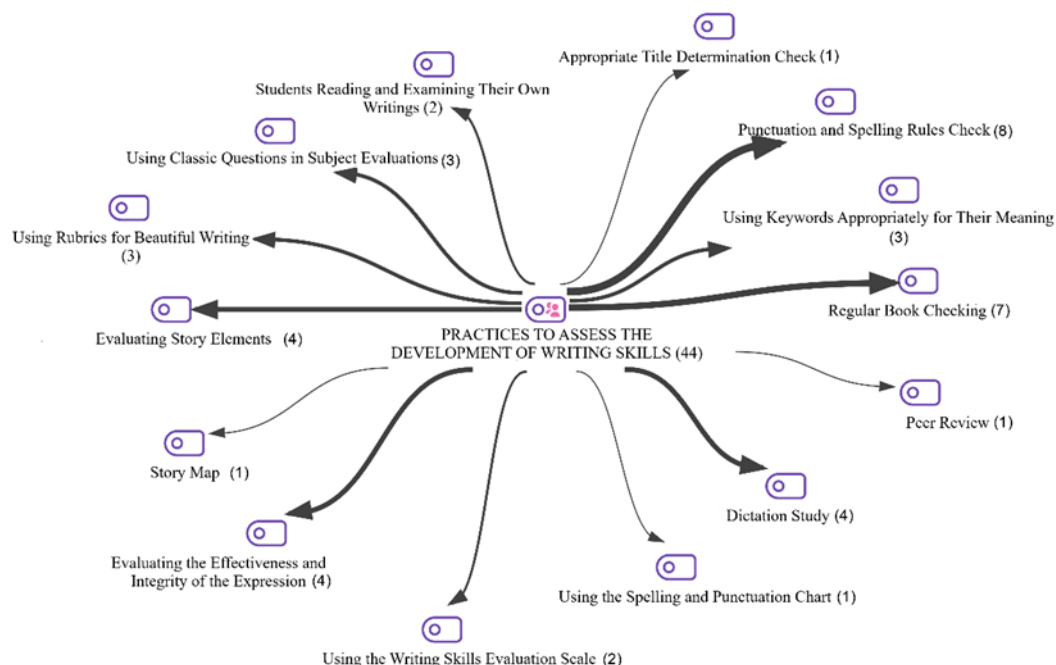


Figure 6 Practices to assess the development of writing skills

Looking at Figure 6, there are practices used by participating primary school teachers to evaluate the development of writing skills in primary school. Accordingly, it is seen that the participants mostly check punctuation marks and spelling rules and regular notebooks to evaluate the development of their writing skills in primary school. After these, dictation practice, evaluating

the story elements, and evaluating the effectiveness and integrity of the narration are among the evaluation applications most used by the participants. In addition, using Rubik's for good writing, using keywords in appropriate places, using classical questions in subject evaluation, students reading and examining their own writings, using a writing skill evaluation scale, checking appropriate titles, peer evaluation, using a spelling and punctuation chart and story map. It is among the applications he uses to evaluate the development of writing skills. Direct quotes from some of the participants on this topic are given below:

T3: "We carry out peer evaluation practices."

T10: "I give my students keywords once a week and ask them to write stories. As a prerequisite, I want them to write their articles in accordance with punctuation marks and spelling rules. I want them to write a suitable title for the text written. Then, I complete the evaluation by examining the written texts one by one and having them read them to their friends in class."

T15: "I check my books at regular intervals. I am correcting mistakes. Also, being able to write letters and numbers in accordance with the rules."

T20: "I prepare rubrics based on integrity in expression, careful use of the concept of time, punctuation marks and beauty of writing."

T22: "By checking how students hear the sentences in dictation studies and how they write them down."

Findings regarding primary school teachers' suggestions for the development of writing skills

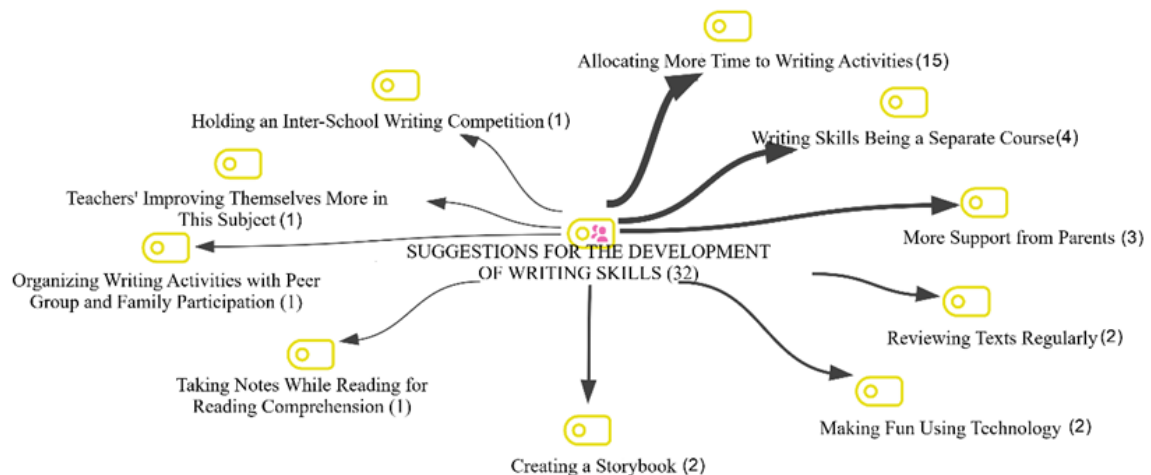


Figure 7 Suggestions for the development of writing skills

When you examine Figure 7, you can see the suggestions given by the participating primary school teachers for the development of writing skills in primary school. Accordingly, primary school teachers emphasize the recommendation to allocate more time to writing activities for the development of writing skills in primary school. Among the suggestions given are that writing skills should be a separate lesson and that parents should provide more support in this regard. In addition, examining the texts regularly on this subject, making it fun by using technology, creating a story book, taking notes while reading to understand what is read, conducting writing activities with peer group and family participation, helping the teacher improve himself/herself in this regard and holding an inter-school writing competition are given by the participants are among the recommendations. Some participants' statements on this issue are as follows:

T2: "We should make it more fun, technology should be adapted, new applications should be installed, teachers should improve in evaluation methods, activities with group friends and family participation can be created."

T13: "A new course can be added under the name of writing skill course."

T17: "Writing-related activities should be given more space. "When writing activities are given more space, the way for development will be paved."

T18: "Parental support is very important, the more regular the daily studies are, the easier it is for the child to learn."

T23: "For the development of writing skills, writing activities should be diversified and more time should be devoted to activities."

Results and discussion

In this part of the research, the results of the study conducted to examine the opinions of primary school teachers based on their experiences about the development of writing skills are discussed with other studies in literature. In addition, suggestions are presented taking into account the limitations of the study, its results and future studies.

In the study, results were obtained regarding the definition of writing skills of the participating primary school teachers. Accordingly, it can be said that the participants define the writing skill as expressing feelings and thoughts and writing what is heard, read and spoken in beautiful writing. Accordingly, the participants highlight the expressive dimension and mechanics of the writing skill. It is stated that writing skills are also important in idea generation (Çapanoğlu, 2022). Wyrick (2017) says that writing skill means producing language by using words or sentences on paper. According to Amutha and Philomina (2015) writing is an active and productive process of the mind in which the writer creates meaning.

In the study, the importance of the development of writing skills in primary school was examined according to the participating primary school teachers. According to the results obtained, it can be said that the participants found the development of writing skills important for self-expression, communication, education and daily life. According to Çapanoğlu (2022) writing skills are considered important in communication and idea generation. Writing directly contributes to the mental and social development of the individual and is therefore of great importance; because writing skills developed at an early age help the student to express himself, learn, communicate and integrate with society (Güneş, 2020). Adults with inadequate writing skills face significant barriers to further education and employment (Harris et al., 2015). A person with good writing skills is considered to have high prestige and gets high opportunities everywhere in competitive exams, job opportunities, promotions and social services (Gautam, 2019). For the academic success of students, it is important that writing education lessons are given correctly and effectively in schools (Göçen, 2021). Accordingly, it can be concluded that the participants are aware of the importance of developing writing skills in primary school.

In the study, the statements of the participating primary school teachers regarding the purpose of developing writing skills in primary school were examined. Accordingly, in the results obtained, it can be said that the participants expressed the purpose of development of their writing skills as being able to express their feelings and thoughts by writing, strengthening communication, and increasing learning and understanding. The development of writing skills also increases the academic success of the student (Özkaya & Ataş, 2015). According to Güneş (2020) writing skills contribute to the development of both language skills and mental skills. It helps students

organize information, expand their thoughts, enrich their knowledge and develop their mental dictionaries. According to Kestha and Harb (2013) writing, in addition to being a form of communication, is also a necessary activity in daily life such as work, creativity and scientific pursuits. In Tok and Ünlü's (2014) study, it was seen that the reason for writing problems in middle school and high school was explained by not gaining the habit of writing in primary school. Accordingly, it can be stated that the participants emphasized the learning, understanding and communication needs in daily life about the purpose of developing writing skills in primary school, but they did not have any predictions about the contribution to mental skills.

In the research, it was tried to determine the practices of the participating primary school teachers for the development of writing skills. According to the results, it can be said that the participants mostly practiced story writing, story completion and dictation to improve their writing skills. According to Çapanoğlu and Sulak (2023) in teaching writing, more emphasis is placed on stylistic features, spelling and punctuation; Thinking processes, idea generation, and students' own writing are neglected. Karatay (2013) says that the most important way to improve writing skills is to constantly do writing exercises and experiences. According to Tandika (2016) according to data collected from primary school teachers, students' acquisition of writing proficiency largely depends on the preparation of the teacher. In Başar and Yavaşlı's (2020) study, teachers stated that they experienced problems in practice due to reasons such as students' low desire and motivation for writing activities. Dinç and Topçuoğlu Ünal (2020) found that using visuals, brainstorming, question-answer and sample text reading applications are mostly preferred in applications. Accordingly, it can be stated that participants can support the generation of ideas through story studies, but writing practices need to be diversified.

In the study, results were obtained regarding how competent the participating primary school teachers considered themselves in the development of writing skills. Accordingly, the participants generally consider themselves at sufficient levels regarding the development of their writing skills. Teachers, especially primary school teachers, play a major role in teaching students writing skills. (Aytan, 2010). As a result of the research, Haland et al. (2019) explain that teachers do not attach importance to writing because they prioritize reading skill tasks, believe that reading should come first in literacy development, and lack pedagogical content knowledge on how to apply appropriate writing practices. Achieving the goals and achievements of writing education depends on the method and technique the teacher will choose in this process and his/her effective application of them. It is the teacher who will create, direct, and restructure the writing process according to the nature of the student and the subject. In this regard, the quality of the teacher plays an effective role in shaping the process (Tağa & Ünlü, 2013). Tok and Ünlü (2014) stated that students at primary, secondary and high school levels generally have difficulty in writing skills, teachers do not allocate the necessary time for writing lessons at all three levels, and their method and technical knowledge is weak. Considering these results, teachers should take responsibility for the development of writing skills and keep themselves up to date.

In the study, results were obtained about the practices of the participating primary school teachers to evaluate the development of writing skills. According to these results, participants mostly perform practices such as checking punctuation marks and spelling rules, regular notebook checking, dictation practice, evaluating story elements, and evaluating the effectiveness and integrity of narration in order to evaluate the development of their writing skills. According to Aytan (2010) writing activities need to be carried out in a more disciplined and organized manner. In order to improve writing skills, learning environments should be organized to enable students to develop their written expression skills and communicate effectively; Student-centered, applied activities should be included from the first years of primary school (Karadağ, 2019). The lack of

clear instructions in the writing process, as well as the teacher's lack of control and supervision, prevents students from acquiring the appropriate writing skills they need to meet their daily communication needs (Suyanto, 2015). Writing skills in primary school children are generally evaluated with word and sentence dictations (Torkildsen et al., 2016). Accordingly, more processes in writing should be evaluated, evaluation practices should be diversified and student-centered.

In the study, suggestions were received from the participating primary school teachers for the development of writing skills in primary school. As a result of the suggestions received, the participants suggested that more time should be devoted to writing-related activities in order to develop writing skills and that parents should provide more support in this regard. According to Çapanoğlu (2022) primary school teachers can support students in writing skills by examining current approaches and research. Erdoğan (2017) revealed in his research that primary school teachers do not spend enough time writing in their daily lives and that their level of use of writing strategies is quite low. First of all, the teacher should ensure that students develop the habit of writing (Akyol, 2018: 51). A correct and appropriate strategy can help students in the writing process (Reiser, 2002). Students' writing experiences need to be increased (Özkan & Karasakaloğlu, 2018). More time should be devoted to writing skills in primary school (Babayiğit & Erkuş, 2014). Erbasan and Erbasan (2020) made some suggestions in their study, such as increasing the age of starting school, increasing participation in preschool, and increasing the quality of textbooks used in teaching reading and writing. Babayiğit and Erkuş's (2017) study gave the following suggestions: The number of students in the classroom should not exceed 30, families should support the student at home, teacher-parent cooperation should be ensured, classrooms should be equipped with equipment and technology, parent-teacher meetings should be held at least once a week, Preschool education should be compulsory, and student desks in classrooms should have ergonomic features.

According to the research results, while participating primary school teachers say that writing is expressing feelings and thoughts, they do not address the dimension of generating ideas. It can be said that the participants are aware of the importance and purpose of developing writing skills in primary school, but this awareness is not reflected in classroom practices. It is necessary to diversify classroom practices, increase the time spent on writing activities, and work on improving students' writing skills by incorporating thinking skills through process evaluation. It is also important for primary school teachers to keep themselves up to date by increasing their intellectual knowledge on this subject.

Recommendations made considering the limitations of the research, its results and future studies are as follows:

1. The research is limited to primary school teachers in Gaziantep. Detailed studies can be conducted with primary school teachers in order to describe the development process of writing skills.
2. In future studies, primary school teachers' practices regarding the development of writing skills can be determined by using quantitative methods.
3. Seminars can be given to primary school teachers about techniques, methods and strategies that can be applied in the development of writing skills.
4. In-service training can be organized for primary school teachers who do not consider themselves competent in the development of writing skills.
5. In order to allocate more time to writing skills, sample writing practices can be shared with primary school teachers in addition to the curriculum.

6. Informative training can be given to parents by schools about the development of writing skills.

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